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| Description: Description: cfe%20logo |
| **“What to look for” Checklist – Curriculum for Excellence First and Second Levels** |
| This resource has been developed to support the [Scottish Working Definition of Dyslexia](http://addressingdyslexia.org/what-dyslexia). The purpose of this resource is to guide **initial** gathering of evidence to support the collaborative process using the [dyslexia identification pathway](http://addressingdyslexia.org/sites/default/files/resources/Identification%20Pathway%20for%20%20Dyslexia.pdf), but will **not** provide an identification of dyslexia. A copy of this tool should be kept in the learner’s records to inform appropriate future planning. |
| **Learner’s Name** | **Nursery/School** | **Class** | ****Practitioner Name and Role****  | **Date** |
|  |  |  |  |  |
| Health and Wellbeing - Strengths  |
|  | It is important to include the strengths and motivations of the child which have been observed. The use of the Wellbeing Wheel to gather strengths and areas of concern/difficulties can support the collation of a holistic profile through collaboration and discussion. However not all of the areas may be applicable.  |
| Safe |  |
| Healthy |  |
| Achieving |  |
| Nurtured |  |
| Active |  |
| Respected  |  |
| Responsible  |  |
| Included  |  |
| Other relevant factors to consider- these may include:Information shared by parents/carers Family history of dyslexia or difficulties with literacy Other factors highlighted within the Toolkit - <http://addressingdyslexia.org/other-factors-consider> |
| Other relevant factors |
| Health and Wellbeing | Insert (copy & paste) Tick ✓ |
| Areas that may be affected | **Often** | **Sometimes** | **Rarely** |
| Lacks confidence – avoids reading; is very reluctant/unwilling to participate in reading activities and/or to read aloud |  |  |  |
| Gives up easily/loses interest in activities/tasks  |  |  |  |
| Does not appear to enjoy engaging with age appropriate books/text independently  |  |  |  |
| Change in behaviour when involved in literacy tasks  |  |  |  |
| May appear reluctant to write; dislikes or avoids writing activities |  |  |  |
|  |  |  |  |
| The Scottish Working Definition of Dyslexia. The following sections cover the associated difficulties in order. Not all areas may be applicable to each learner (age and stage appropriate). |
| Processing of language-based information (auditory and/or visual)  | Copy/Paste Tick ✓ |
| **Areas that may be affected:** | **Often** | **Sometimes** | **Rarely** |
| Appears to have difficulty processing verbal questions |  |  |  |
| Word finding difficulties often persist. On occasions, the learner may use the wrong word |  |  |  |
| Difficulties in following a sequence of instructions  |  |  |  |
| Appears to misunderstand/misinterpret information provided/shared/discussed  |  |  |  |
| Difficulty talking about experiences and events in a logical order |  |  |  |
| Difficulty in recognising the relationships between onset and rime – c/**at** and b/**at**; m/**at** and s/**at**  |  |  |  |
| Confusion of similar sounding letters – d/t; f/v/th; short vowels |  |  |  |
| Consistent confusion of letters and numbers similar in shape: b/d,/p/q; u/n/m/w, 2/5 , 6/9  |  |  |  |
| Inconsistent use of upper and lower case letters |  |  |  |
| Misreads or reverses words which are visually similar – ‘was’ for ‘saw’, ‘god’ for ‘dog’ |  |  |  |
| Regular reversal of words – ‘was’ for ‘saw’, ‘god’ for ‘dog’ in writing |  |  |  |
| Difficulty copying |  |  |  |
| Spelling may be bizarre and hard to dicipher or phonetically accurate but misspelt |  |  |  |
| Difficulty coping with the amount of reading required |  |  |  |
| Difficulty in recognising familiar words which have been read earlier in the passage |  |  |  |
| Slow writing speed; often does not complete written work; produces the bare minimum |  |  |  |
| **Phonological Awareness** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| Finds it difficult to remember rhymes and understanding rhyming links between words |  |  |  |
| Difficulty with keeping a simple rhythm e.g. clapping to the beat  |  |  |  |
| Difficulty with identifying and or generating rhyme  |  |  |  |
| Difficulty isolating words when listening to a sentence being spoken |  |  |  |
| Difficulty with recognising alliteration |  |  |  |
| Difficulty identifying where a specific sound is heard in an orally delivered word |  |  |  |
| Difficulty manipulating sounds in words and sentences |  |  |  |
|  |  |  |  |
| **Oral language skills and reading fluency** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| **Oral language**  |  |  |  |
| Verbal communication due to history of speech and language difficulties |  |  |  |
| Articulation unclear  |  |  |  |
| May often use the wrong word |  |  |  |
| Expresses good ideas orally, but in writing may use simple sentence structure and/or ‘safe’/immature vocabulary |  |  |  |
|  |  |  |  |
| **Reading fluency** |  |  |  |
| On-going difficulty with acquiring phonic skills - identifying/linking sounds to letters, blending letter sounds and syllables to decode words |  |  |  |
| Difficulty in associating letters and sounds |  |  |  |
| Visual confusion over small words  |  |  |  |
| May make random guesses at words, using initial letter cues |  |  |  |
| Tends to lose the place; omits words, skips lines; may experience problems with tracking text along a line from left to right |  |  |  |
| Substitutes or inserts words when reading |  |  |  |
| Slow reading speed - lacks fluency – reading is hesitant; ‘sounds out’ each word aloud; reads word-by-word – may read without understanding |  |  |  |
| Difficulty in recognising high-frequency irregular words (sight vocabulary) |  |  |  |
| Disregards punctuation; reads without expression |  |  |  |
| Relies on context and/or picture cues to help with unfamiliar words and aid comprehension  |  |  |  |
| Poor comprehension due to lack of fluency; difficulty with summarising events or identifying the main points |  |  |  |
| Needs to re-read several times to aid comprehension |  |  |  |
|  |  |  |  |
| **Short-term and working memory** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| Appears to forget information previously learnt |  |  |  |
| Confusion over using full stops and capital letters |  |  |  |
| Difficulty remembering a short sequence of numbers |  |  |  |
| Experiences significant problems in writing when having to think about content, organisation, spelling, punctuation and handwriting simultaneously |  |  |  |
| Inconsistent/inappropriate use of or lack of punctuation |  |  |  |
| Copying from the board and/or book is inaccurate and/or laborious |  |  |  |
| Inconsistent /inappropriate use of upper and lower case letters when writing |  |  |  |
| Grammatical sentence structure in writing is weak or confused |  |  |  |
| Inconsistent spelling – a word may be spelled in several different ways in the same piece of writing  |  |  |  |
| Has difficulty remembering spelling of common irregular words e.g. said, they, with |  |  |  |
|  |  |  |  |
| **Sequencing and directionality** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| May have difficulty following the sequence of a story |  |  |  |
| Difficulty retelling a story in a logical sequence |  |  |  |
| Expression of ideas, feelings and thoughts may be disorganised and poorly sequenced |  |  |  |
| Difficulty in following the reading and writing direction of left to right and top to bottom |  |  |  |
| Misses out words or phrases in sentences |  |  |  |
| Tends to recall events out of sequence; thoughts/ideas may not be logically ordered |  |  |  |
| Difficulty with word order/ sequencing of events in writing |  |  |  |
|  |  |  |  |
| **Number skills** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| Difficulty understanding the concept of number bonds  |  |  |  |
| Difficulty in understanding relationships between initial number bonds |  |  |  |
| Difficulties learning number language and procedures |  |  |  |
| Difficulty associating numbers and symbols |  |  |  |
| Problems learning number facts and procedures |  |  |  |
| Difficulty remembering a short sequence of numbers  |  |  |  |
| Difficulty in understanding the concept of time  |  |  |  |
| Difficulty understanding the concept of fractions  |  |  |  |
|  |  |  |  |
| **Organisational ability** |
| **Areas that may be affected:**  | **Often** | **Sometimes** | **Rarely** |
| Difficulties remembering where things are in the nursery/classroom/home  |  |  |  |
| Difficulty organising things needed for activities for which they are responsible |  |  |  |
| Difficulties in carrying out some everyday routines |  |  |  |
| Difficulty with planning and organisation of writing tasks |  |  |  |
|  |  |  |  |
| **Motor skills and co-ordination** |
| **Areas that may be affected:** | **Often** | **Sometimes** | **Rarely** |
| Difficulty in forming letters and numbers correctly and legibly |  |  |  |
| Difficulty and/or extreme tenseness in holding pencil |  |  |  |
| Difficulties using the keyboard, tablet or mouse  |  |  |  |
| Struggling to produce evidence of appropriate letter and number formation |  |  |  |
| Reluctance to participate in PE  |  |  |  |
| Gross motor coordination difficulties e.g. star jumps, catching, throwing, balance  |  |  |  |
| Fine motor coordination difficulties e.g. handwriting, tying laces, scissor skills |  |  |  |
| Tenseness in holding pencil or pen |  |  |  |
| Sometimes writing is unreadable to the learner just a few minutes after completion |  |  |  |
| Poor spatial awareness on a page – placement on page, writing on lines, rows of sums, spaces between letters and numbers  |  |  |  |
| Poor spatial awareness  |  |  |  |
| Starting a sequence of actions and forgetting where they got to in the sequence |  |  |  |
| Difficulty in following the reading and writing direction of left to right and top to bottom  |  |  |  |
| Difficulty with spacing between words |  |  |  |
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| **Additional Comments**  |
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